

Music Long Term Plan

	Autumn1	Autumn2	Winter	Spring1	Spring2	Summer1	Summer2
Themes	Songs based on Hajj and Hijra.	Songs based on black History, culture, foreign languages and health	Songs based on the Mawlid Al-nabawi and the praise of the prophet (p.b.u.h)	Environment, mental health and anti-bullying, world issues (poverty, children in need, war etc.)	Songs based on the beauty of the creations of Allah (appreciation of nature) and music theory	Songs based on positive values, morals, faith and integration	Songs based on Ramadan and Eid.
Reception	Understanding of faith Use voice expressively	Introducing diversity Coordinatio through expressing lyrics whilst singing.	Establish love towards faith Express emotion through singing	Understand peace Introducing tone and pitch	Recognising beauty Identify and organize different pitches	Introduction of different of faiths Explore different types of music	Understanding of emotions linked to religious festivities To improve include and recall vocal skills taught

Year 1 & 2	Introduce historical aspects	Express diversity Fine tuning Coordination through expressing lyrics whilst singing.	Establish love towards faith Express emotion through singing	Understand peace Further exploring tone and pitch	Recognising beauty Identify and organize different pitches	Introduction of different of faiths Explore different types of music	Understanding of emotions linked to religious festivities To improve include and recall vocal skills taught
-----------------------	------------------------------	--	---	--	---	---	--

Music Long Term Plan

Year 3-4	To sing in unison becoming aware of pitch and using increasing expression	to understand how time and place can influence the way music is created Listen and respond to music drawn from different traditions and musicians.	To create rhythmical and simple melodic patterns using increased number of notes	to understand how different musical elements are combined and used expressively	To recognise and begin to use established and invented musical notations to represent music	To identify the relation ship between sounds and how music can reflect different meanings	Understanding of emotions linked to religious festivities To improve include and recall vocal skills taught
-----------------	---	---	--	---	---	---	--

<p>Year 5-6</p>	<p>To sing in solo, unison and in parts with clear diction, controlled pitch and with the sense of phrase.</p>	<p>to develop and understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue occasion and purpose effects the way music ids created</p>	<p>To create increasingly complicated rhythmic and melodic phrases within structures</p>	<p>To know how the combined musical elements of pitch , duration tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p>	<p>To use and apply a range of musical notations including staff notation to plan, revise and refine material.</p>	<p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p>	<p>Understanding of emotions linked to religious festivities</p> <p>To improve include and recall vocal skills taught</p>
------------------------	--	---	--	--	--	--	---